

ERIC BIRCH HIGH SCHOOL

• Accredited by the Western Association of Schools & Colleges •

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

Principal's Message

Our top two priorities at Eric Birch High School are safety and academic achievement. With this focus, we plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work, as we provide curriculum and instruction that meet or exceed state standards. As our assessment data and standards drive our curriculum, teachers use this information to differentiate instruction in order for our students to reach proficiency. I share with students, "Your work is your signature, so sign it with excellence."

Vision Statement

"A Better Tomorrow Begins Today"

Mission Statement

Eric Birch High School will provide a safe environment where students receive quality alternative education that empowers them academically, technologically, and vocationally.

Parent Involvement

Parents are encouraged to get involved in Eric Birch High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, and Parent Student Awards Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. Eric Birch High maintains an open door policy to parents who want to visit or volunteer in the

classroom. The School Site Council provides an opportunity for parents to have input on curricular programs and school budgets.

School-to-home communication takes place in a variety of formats and is provided in English and Spanish. Teachers contact parents directly to communicate important positive as well as negative feedback on their student's progress. A parent newsletter is issued two to three times a year and addresses upcoming school activities, attendance issues, and helpful tips on how parents can help their child at home to succeed in school. The school's student-published website is updated weekly and features detailed information about the school, staff, activities, and programs. A marquee located in front of the school highlights upcoming events and reminders. Progress reports are issued every three weeks and report cards are sent home every six weeks. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. A student-published newspaper is distributed periodically throughout the year and features articles on student activities, upcoming events, student government, academics, and school sports. Parents seeking more information or who want to get involved, may contact the principal at (909) 357-5500.

School Profile

During the 2004-05 school year, Eric Birch High School enrolled 314 students in tenth, eleventh, and twelfth grades on a traditional school year calendar. Dedicated administrators, teachers,

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

and school staff are experienced in working in the alternative education environment. Offering a family-oriented, personalized environment is one of the many valuable benefits of a small continuation school like Eric Birch High. Teachers know the individual learning needs of their classes due to small class sizes. School staff understand and promote communication with parents at home regarding student progress.

Each student is provided a rigorous, challenging curriculum to meet state proficiency standards and experience success in the workforce. Eric Birch High's state-of-the-art curriculum is based on a school-to-career system. Core academics are taught in a manner that demonstrates the relationship between school and work.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Eric Birch High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Eric Birch High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target

for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Since Eric Birch High did not have a ninth grade enrollment, the test was not administered.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The

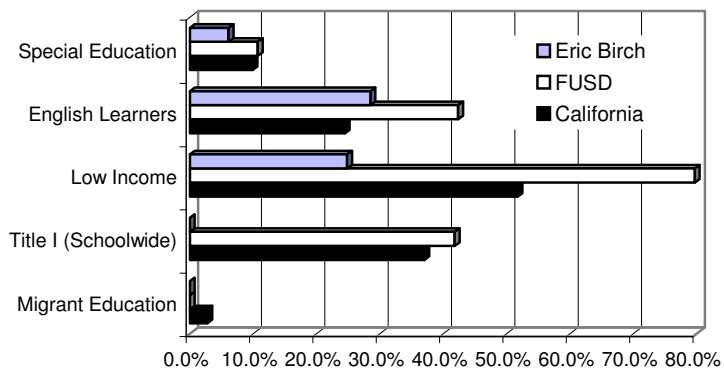
CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. As illustrated in the adjacent CAHSEE table, 23% of Eric Birch High's tenth grade students who took the test passed the math portion of the exam and 16% passed the English portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

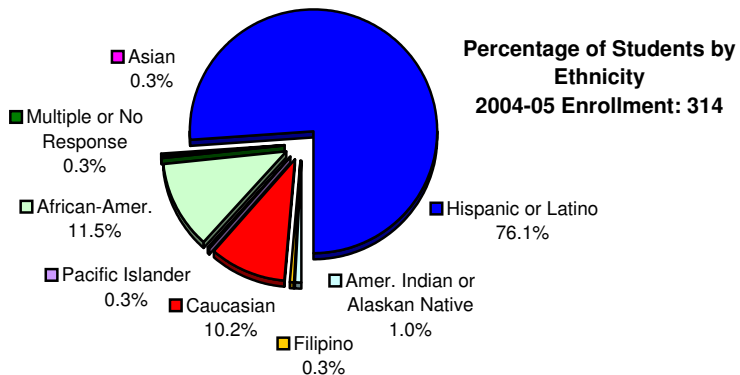
Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Eric Birch			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	12	11		29	29	27	43	43	41
Math	11	21		38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

develop annual schoolwide performance growth targets for future academic improvement. Small schools like Eric Birch High, not participating in the Academic Performance Index, apply for participation in the state's Alternative School Accountability Model.

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Eric Birch High School has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Eric Birch			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	5	4	5	18	20	25	35	36	40
Math	3	6	4	24	23	26	35	34	38
Science	2	2	3	11	9	11	27	25	27
History	7	6	4	15	16	18	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05							
	Eric Birch						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	10	*	*		5		11
Math	11	*	*		4		7
Science	*		*		5		*
History	12	*	*		2		0

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05						
	Eric Birch					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	4	9	3	1	11	
Math	6	5	3	8	11	
Science	5	0	9	0	*	
History	5	2	0	2	*	

California High School Exit Exam 10th Grade Students - March Administration 2004-05			
		English-Language	
		Math	Arts
10th Gr. Enrollment		104	104
Test Takers		60	62
Passing (#)		14	10
Passing (%)		23.0%	16.0%

Alternative School Accountability Model (ASAM)		
Eric Birch High Performance Indicators	04-05 Actual Performance Rate	Performance Standard Achieved
Student Behavior	5.9%	Commendable
Attendance	65.7%	Growth Plan
Credit Completion	4 Credits Per Month	Growth Plan

level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Eric Birch High's performance indicators used to evaluate progress are:

1. Student Behavior (based on the number of recommendations for suspension or expulsion as a percent of long-term student enrollment)
2. Attendance (days of attendance by all long-term students as a percent of days enrolled)
3. Credit completion (the average number of high school graduation credits earned by long-term high school students).

Note: Long-term enrollment is 1) 100 or more students OR 2) students in a grade range represent 25 percent or more of the total long-term enrollment AND are not fewer than 11 students.

Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates Eric Birch High's performance indicators and performance rating for the 2004-05 school year. A "Commendable" or "Sufficient" rating indicates a school met or exceeded expectations. A "Growth Plan" rating indicates that school performance requires improvement that most schools should be able to make in a reasonable amount of time. For more information about ASAM, please visit the state's website at <http://www.cde.ca.gov/ta/ac/am/>.

Federal and State Awards

California Education Code requires schools to disclose their qualification for the Governor's Performance Award and Immediate Intervention Underperforming Schools Program. These programs are no longer funded by the California Department Education due to state budget cutbacks, therefore results are not reported.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 22.5% of high school students must be proficient in language arts and 20.9% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as “numerically significant subgroups,” that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A “Yes” in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. “No” means the school or subgroup was below the proficiency/participation targets. Eric Birch High did not meet 2005 AYP criteria in any of its subgroups. Since the high school does not participate in the federal Title I program, it is not required to enter program improvement status.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education’s (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education’s website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Eric Birch High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE’s website www.cde.ca.gov/ta/ac/ay/.

School Facilities & Safety

Eric Birch High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1994; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Supervision

Regular campus supervision is shared throughout the day by security officers, teachers, and administrators to ensure the campus remains safe while instruction is in progress. In the morning as students arrive on campus, teachers and two security officers are strategically stationed at designated areas to monitor student behavior. During lunch, five teachers, two security officers, and the principal share supervision of the cafeteria and common gathering areas. When students are dismissed for the day, the two security officers

Adequate Yearly Progress (AYP)						
	Eric Birch			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	No	No	No	No
Subgroup Results						
	Eric Birch			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	No	No	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	N/A	N/A	Yes	Yes	Yes
English Learners	No	N/A	N/A	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Eric Birch
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

and the principal ensure students leave campus in a safe and orderly manner. The principal, security officers, and custodian carry handheld radios for effective routine and emergency communications. Eric Birch High is a closed campus. During school hours, all visitors must sign in at the school’s office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in June 2005, and later discussed with school staff in September 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools’ Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district’s maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs or maintenance projects. School staff submit work requests in writing or verbally to the school secretary or principal. Upon approval, work orders are prepared and forwarded to the district’s maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repairs projects; projects requiring specialists or third party contractors are completed by the district’s maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Each morning before students arrive on campus, the principal and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time custodian is assigned to Eric Birch High, arriving at 1:00 p.m., and is responsible for keeping classrooms and facilities clean, safe, and in good repair and

Campus Description	
Year Built	1994
Acreage	6 ac
Square Footage	29,518 sf
	Qty.
# of Permanent Classrooms	15
# of Portable Classrooms	2
# of Restrooms (student use)	2 sets
Counseling Center	1
Gymnasium/Multipurpose Room	1
Teacher Work Room	1
Staff Lounge	1
ROP Classes/Shops	5
Library/Computer Lab	1

working order. Restrooms are checked every 45 minutes by the security officers and cleaned as needed. The principal, security officers, and custodians maintain communication daily using handheld radios to quickly address maintenance and safety issues.

The district's maintenance department inspects Eric Birch High on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006.

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Repair HVAC thermostat in room 5.
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Replace broken and stained ceiling tiles in library. Repair worn/torn wall covering in rooms 3 and 7.
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms*	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

*100% of restrooms functioning properly during 2004-05.

Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Eric Birch High did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Eric Birch High are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Classroom teachers and the principal are very aware of the dynamics of the each classroom through observation of student behavior and take measurable efforts to prevent disruptions before they arise or escalate.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

At the beginning of the school year, students are informed of school rules and behavioral expectations in the student handbook which outlines district policies, school rules, dress code, and safety guidelines. Each student is required to review their student handbook and then return the signed acknowledgement page to confirm receipt and review. Each teacher during third period class reviews school rules and behavioral expectations during the first week of school. All teachers post school rules in their classrooms. Students are reminded of their academic and behavioral responsibilities as needed on an individual basis or in classroom discussions.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Eric Birch High's Culinary Regional Occupational Program

and the Associated Student Body supply incentive awards for students meeting academic, attendance, and citizenship criteria. Students maintaining perfect attendance for a one week term are treated during Monday's brunch period to a specially-prepared treat by the Culinary Class. On Thursdays, teachers select two students in their class that have demonstrated positive achievement in academics, citizenship, or attendance to receive a Baron Boon card that may be redeemed on Friday at the Culinary Class for a special snack. At the quarterly awards assemblies, the Associate Student Body presents \$25 gift cards to students that have earned straight A's on their report card or maintained perfect attendance for the quarter. Teacher awards for students with outstanding performance and/or behavior are presented each quarter at Open House or pizza parties. Through funds raised by the ASB and local community donations, Eric Birch High presents \$3,000 in scholarship funds annually for qualifying seniors in recognition of their excellent efforts.

Extracurricular Activities

Students maintaining positive classroom behavior and attendance are eligible to participate in intramural sports programs held during the regular school day. Students may participate in volleyball, basketball, and softball teams which complete with other continuation high schools. Good sportsmanship and teamwork are heavily emphasized.

Class Size & Teaching Load

Eric Birch High maintained a schoolwide average class size of 19.7 students for the 2004-05 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction

Subject	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	20.6	9	9	
Math	21.0	6	4	
Science	22.6	4	3	
Social Science	24.8	1	10	

Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	20.8	8	9	
Math	17.9	10	3	
Science	24.7	1	6	
Social Science	21.2	6	6	

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	18.7	13	6	
Math	17.9	12	3	
Science	24.8	1	5	
Social Science	20.7	7	5	

Instructional Time

During the 2004-05 school year, Eric Birch High offered 180 days of instruction. All instructional minutes offered exceeded state requirements specified in the California Education Code. The state requires continuation schools to offer 32,400 minutes of instruction (180 days with a minimum of

	Suspensions & Expulsions		
	Eric Birch		
	02-03	03-04	04-05
Suspensions (#)	96	119	115
Suspensions (%)	32.65%	36.84%	36.62%
Expulsions (#)	7	7	13
Expulsions (%)	2.38%	2.17%	4.14%
	FUSD High Schools		
	02-03	03-04	04-05
Suspensions (#)	1852	2107	2397
Suspensions (%)	17.25%	18.92%	20.56%
Expulsions (#)	165	157	208
Expulsions (%)	1.54%	1.41%	1.78%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

180 minutes each day); Eric Birch High School offered a total of 40,500 minutes of instruction for the 2004-05 school year.

Dropouts

Eric Birch High School had 83 dropouts recorded for the 2003-04 school year. Proactive measures and intervention strategies are used to promote attendance and reduce dropout rates. The school's community aide and teachers contact parents at home when students are absent, and the community aide will visit the students' homes for severe truancy cases. If poor attendance habits continue, students are referred to the School Attendance Review Board (SARB).

Dropout & Graduation Rates			
	Eric Birch		
	01-02	02-03	03-04
Enrollment	289	294	323
No. of Dropouts	54	62	83
Dropout Rate	18.7%	21.1%	25.7%
Graduation Rate	87.5%	84.8%	82.3%
	FUSD		
	01-02	02-03	03-04
Enrollment	10,198	10,735	11,136
No. of Dropouts	297	384	813
Dropout Rate	2.9%	3.6%	7.3%
Graduation Rate	87.5%	84.8%	82.3%
	California		
	01-02	02-03	03-04
Enrollment	1,772,417	1,830,903	1,876,927
No. of Dropouts	47,871	58,189	61,253
Dropout Rate	2.7%	3.2%	3.3%
Graduation Rate	87.0%	86.7%	85.1%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Eric Birch High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, Eric Birch High held three staff development days that featured:

- ELD (English Language Development) Strategies to Address the Needs of ELD Students to Improve Reading Comprehension and Writing
- Staff Training on Use of Technology in the Classroom to Increase Student Achievement
- Marzano's Strategies to Increase Students' Reading Comprehension and Vocabulary

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Eric Birch High's principal, Ms. Ofelia Hinojosa, takes a team approach in providing leadership and works closely with teaching and support staff to lead the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for the overall day-to-day operations of the school, curriculum, student discipline, school safety, and staff evaluations. Staff meetings are held once a month to discuss instructional strategies, curriculum, staff development, and student progress. Everyone's efforts are directed towards continual improvement of curricular programs that promote academic growth and success.

Ms. Ofelia Hinojosa has been in the educational field and with the Fontana Unified School District for 12 years, and principal of Eric Birch High for the past five years (as of June 2006). Prior to joining Eric Birch High, Ms. Hinojosa served as a classroom teacher and administrator at various schools within the district. Professional certifications include a master's degree in educational administration, a bachelor's degree in math, Tier I and Tier II administrative credentials, and AB75 principal's training.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2005, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required

1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade 9-12)			
Subject	Publisher	Course	Year Adopted
Language Arts	Prentice Hall	English 9-12	2003
Math	Prentice Hall	Algebra I	2001
Math	Prentice Hall	Geometry	2001
Math	McDougal Littell	Algebra II	2002
Math	Houghton Mifflin	Trigonometry	2002
Math	Houghton Mifflin	Calculus	2002
Science	Glencoe	Earth Science	2001
Science	Prentice Hall	Biology	2001
Science	Prentice Hall	Chemistry	2001
Science	Glencoe	Physics	2001
Social Science	McDougal Littell	World History	2001
Social Science	Prentice Hall	U.S. History	2001
Social Science	Prentice Hall	Government	2001
Social Science	Glencoe	Economics	2001

Library Resources

The school library/computer lab is used by classroom teachers as part of class lessons and projects. Students typically receive whole-class instruction on library usage techniques and accessing virtual library resources which are displayed on SMART Boards. Language arts classes have access to a web-based essay writing software program that helps students correct their work to improve proofreading and reporting writing skills.

Technology Resources

During the 2004-05 school year, Eric Birch High had a total of 119 computers; all classrooms had Internet access. Each classroom has a minimum of three computer workstations; classroom computers are typically used for research, Read 180 intervention, and essay writing. The school's computer lab features 26 computers which are used for whole class instruction, Internet research, and accessing essay writing software. One wireless, mobile computer lab is equipped with 26 laptops and used for whole instruction and special projects. Each teacher determines the subject area and method to integrate technology into the language arts, reading, math, social science and science curricula. Each classroom is equipped with a teacher's laptop, SMART Board, and LCD projector to use as supplemental tools to provide more engaging lessons.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Eric Birch High structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one resource specialist teacher and one resource specialist aide who provide in-class support in first and second period math classes. During third, fourth, and fifth periods, students may receive science, history, and/or English

instruction in the resource class based upon their individual learning levels in each content area. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Eric Birch High's curriculum is designed for EL students at Levels 3, 4, or 5 (those with basic to advanced knowledge of the English language) who can be mainstreamed into the general education classroom with EL support provided by teachers. State approved English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Eric Birch High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Eric Birch High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During- and after-school intervention activities include:

- **Math Topics:** upon enrollment, administrators and teachers review each student's transcripts to identify math proficiency levels. Based on findings, students may be enrolled in Math Topics as a supplement to their regular math class; instruction utilizes intervention and enrichment strategies to develop basic math skills and subject matter understanding. Math Topics is designed to help students pass the CAHSEE exam.
- **Read 180 (English Topics):** computer based, elective language arts course offered as a supplement to regular language arts class. All students are tested upon enrollment, and those falling below established proficiency levels are required to participate in the Read 180 program. All EL students are automatically enrolled in the program. Students must reach grade level proficiency before they can exit the program. Instruction is focused on increasing reading and writing skills for success in future coursework and the CAHSEE exam.
- **Teacher Tutoring:** all teachers are available after school for individual tutoring in areas of need. Students may contact their course instructors to arrange an individualized tutoring schedule.
- **Summer School:** Eric Birch High offers a summer school program for all continuation students in the district who want to get a head start in meeting graduation requirements or to retake classes.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Students Enrolled in UC/CSU Courses 2003-04		
Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required for UC/CSU Admission	% of Students Enrolled in Courses Required for UC/CSU Admission
385	316	82.3%

Advanced Placement

Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. In 2004-05, Eric Birch High did not offer advanced placement courses. Students may participate in advanced placement courses when returning to their comprehensive high school.

Graduates Completing UC/CSU Courses 2003-04		
Number of Graduates	Number of Graduates Who Have Completed All Courses Required for UC/CSU Admission	% of Graduates Who Have Completed All Courses Required for UC/CSU Admission
68	0	0.0%

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800. Students at Eric Birch High are invited to participate in SAT prep workshops offered by any of the district's comprehensive high schools to prepare for college entrance examinations. Workshops offer instruction in reading, writing, and mathematics as well as test-taking skills and procedures. During the past three years, no students enrolled in Eric Birch High have taken the SAT exam.

Workforce Preparation

Students in grades ten through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced upon enrollment to Eric Birch High's career technical education programs, work experience program, regional occupational programs, community service opportunities, and adult education. The counselor meets with seniors at least twice during the year to follow-up on progress in meeting graduation requirements and workforce readiness goals. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment,

Regional Occupational Programs

2004-05	
Course	Advisory Chairperson
Office Operations & Technology	Pam Tuttle
Restaurant Occupations	Pam Tuttle
Printing/Graphics Arts	Pam Tuttle

upgrading current job skills, or obtaining more advanced levels of education.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's counselor.

Career technical education programs offered on campus at Eric Birch High include office operations and technology, website design, and restaurant occupations (culinary class). Students are invited to enroll in career technical programs sponsored at other high schools in the district. Off-campus programs are offered in the areas of: applied technology, agriculture, business and computer education, consumer science. The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, and work experience, contact the high school's counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Programs (CTE)

2004-05

Total CTE Course Enrollments: 6,230

Secondary (Gr. 9-12) CTE Students

Number of Concentrators	Number of Completers	Completion Rate
4,118	1068	20.59%

Grade 12 CTE Students		
Number of Completers	Number Earning Diploma	Graduation Rate
585	502	86%

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Eric Birch High has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal or counselor will fill the role of the substitute.

Counseling & Support Services Staff

Eric Birch High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support

Counselors & Support Personnel

(Nonteaching Professional Staff)

2004-05

	No. of Staff	FTE
Counselor	1	1.0
Psychologist	1	0.2
School Nurse	1	0.1
Health Assistant	1	0.5
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.2

LSH = Language/Speech/Hearing

FTE = Full-Time Equivalent

services. An active Student Intervention Team (SIT) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Eric Birch High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Teacher Assignment

For the 2004-05 school year, Eric Birch High employed 14 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Eric Birch	56.3
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels 2004-05

	Birch	FUSD
	%	%
Doctorate	6.3	1.3
Master's Degree plus 30 or more semester hours	56.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	12.5	48.6
Bachelor's Degree	18.8	14.3
Less than a Bachelor's Degree	6.3	0.7

Teacher Credentials & Assignments

	Eric Birch			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	14	14	16	1818	1780	1911
Teachers with Full Credential	12	14	14	1603	1635	1771
Teachers in Alternative Routes to Certification	0	0	0	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	2	0	2	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A		1	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	***	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

***Data unavailable at the time this report was published.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|-------------------------------|
| 21st Century | School Safety |
| Class Size Reduction | Smaller Learning Communities |
| Comprehensive School Reform | Special Education |
| Early Intervention | Staff Development |
| Dropout Prevention | State & Federal Preschool |
| Gifted & Talented Education | Supplemental Technology |
| High Priority Schools | Tenth Grade Counseling |
| Instructional Materials | Title I, III, & V |
| Parent Education | Tobacco Use Prevention |
| Peer Assistance & Review | Career & Vocational Education |
| Reading First | |
| School Improvement | |

Salary Comparison 2003-04

	FUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$35,236
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05

Total Expenditures	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127